

WATEREE ELEMENTARY

424 Wildwood
Lugoff, South Carolina 29078

GRADES K-5 Elementary School

ENROLLMENT 466 Students

PRINCIPAL Janice K. Wood 803-438-8018

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	50	7	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

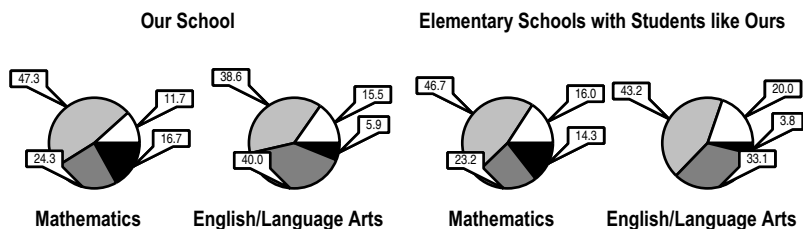
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	75	66
Percent satisfied with learning environment	93.8%	83.8%	87.9%
Percent satisfied with social and physical environment	93.8%	77.3%	87.5%
Percent satisfied with home-school relations	100.0%	90.5%	89.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	240	98.8	15.5	38.6	40.0	5.9	45.9	17.6
Gender								
Male	123	99.2	21.2	43.4	32.7	2.7	35.4	17.6
Female	117	98.3	9.3	33.6	47.7	9.3	57.0	17.6
Racial/Ethnic Group								
White	199	98.5	13.7	37.4	41.8	7.1	48.9	17.6
African-American	40	100.0	24.3	45.9	29.7	N/A	29.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	205	98.5	10.9	37.8	44.6	6.7	51.3	17.6
Disabled	35	100.0	48.1	44.4	7.4	N/A	7.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	240	98.8	15.5	38.6	40.0	5.9	45.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	240	98.8	14.4	38.6	40.9	6.0	47.0	17.6
Socio-Economic Status								
Subsidized meals	99	100.0	25.0	43.2	28.4	3.4	31.8	17.6
Full-pay meals	141	97.9	9.1	35.6	47.7	7.6	55.3	17.6

Mathematics								
All students	240	99.6	11.7	47.3	24.3	16.7	41.0	15.5
Gender								
Male	123	99.2	15.0	44.2	23.0	17.7	40.7	15.5
Female	117	100.0	8.3	50.5	25.7	15.6	41.3	15.5
Racial/Ethnic Group								
White	199	99.5	9.8	46.2	26.1	17.9	44.0	15.5
African-American	40	100.0	21.6	54.1	13.5	10.8	24.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	205	100.0	7.2	48.2	25.6	19.0	44.6	15.5
Disabled	35	97.1	44.4	40.7	14.8	N/A	14.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	240	99.6	11.7	47.3	24.3	16.7	41.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	240	99.6	10.6	47.5	24.9	17.1	41.9	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	15.9	61.4	15.9	6.8	22.7	15.5
Full-pay meals	141	99.3	9.0	38.1	29.9	23.1	53.0	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	132	N/A	5.3	29.5	57.6	7.6	65.2
	Grade 5	170	N/A	8.9	52.7	36.7	1.8	38.5
	Grade 6	132	N/A	16.8	29.0	44.3	9.9	54.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	7.4	35.3	47.1	10.3	57.4
	Grade 4	85	97.6	15.8	40.8	39.5	3.9	43.4
	Grade 5	82	98.8	22.4	39.5	34.2	3.9	38.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	132	N/A	7.6	34.1	30.3	28.0	58.3
	Grade 5	170	N/A	10.1	37.3	29.6	23.1	52.7
	Grade 6	132	N/A	19.8	40.5	26.7	13.0	39.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	8.8	55.9	27.9	7.4	35.3
	Grade 4	85	98.8	14.3	41.6	16.9	27.3	44.2
	Grade 5	82	100.0	11.7	45.5	28.6	14.3	42.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 466)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.9%	Up from 0.2%	2.5%	2.4%
Attendance rate	96.0%	Down from 97.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.0%	Down from 36.4%	20.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Up from 3.5%	7.2%	8.0%
Older than usual for grade	N/A	N/A	0.9%	1.1%
Suspended or expelled	2.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	74.2%	Up from 58.3%	52.4%	50.0%
Continuing contract teachers	90.3%	Down from 95.8%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.5%	Up from 76.4%	88.1%	86.2%
Teacher attendance rate	95.3%	Up from 94.9%	95.5%	95.3%
Average teacher salary	\$40,513	Up 1.1%	\$40,638	\$39,909
Prof. development days/teacher	10.1 days	No change	10.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student-teacher ratio	19.8 to 1	Down from 24.3 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 90.9%	90.0%	89.7%
Dollars spent per pupil*	\$4,652	Down 10.5%	\$5,585	\$5,892
Percent spent on teacher salaries*	60.4%	Down from 62.0%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year presented inspiring "new discoveries" and "firsts" for Wateree Elementary School. In preparation for these changes, eight new kindergarten/first grade classrooms and a playground area were added to our existing facility, security fencing was installed, and our administration complex was renovated. Also, an after-school program was implemented. After serving as both a teacher and Assistant Principal here, I was humbled to have the opportunity to serve as our school's new principal. As a first year principal, I was excited about the challenging journey ahead with our Cardinal students, dedicated staff and supportive parents and community friends. Together, we will continue to strive for academic excellence.

Wateree Elementary School was restructured in 2002-2003 to serve students in grades 5K-5. In an effort to help alleviate student overcrowding, the attendance zones were changed in the West Wateree area. Previously, our school served students from the Lugoff Community in grades 4-6. Now, approximately one-fourth of our student population comes from the town of Elgin, the remainder from a portion of Lugoff. In addition to having a new K-5 grade structure, Wateree Elementary added two special needs self-contained classes. Special needs students also benefited from the continuation of a resource program and a class for learning disabilities.

An increase in staff changes was required to meet the needs of this restructuring. Joining our Cardinal school family were seven teachers and three paraprofessionals from Lugoff Elementary School, three new-to-the-district teachers, one district teacher transfer, and five district paraprofessional transfers. Lindsay Christofaro, a former kindergarten teacher at Lugoff Elementary School, was chosen as Assistant Principal.

We are focused on successful planning, implementation and analysis of instructional strategies, resources and South Carolina Curriculum Standards alignment. Wateree Elementary is very proud to be one of South Carolina's Palmetto Gold top performing schools. Our 4-6 grade students did an outstanding job on the 2002 Palmetto Achievement Challenge Test and met 92% of their goals.

At Wateree, we attach importance to celebrating and sharing our many accomplishments. Our school was recognized as a Red Carpet School and received an award for having the highest Kids Care participation in the Lugoff-Elgin division of the local United Way campaign. Third grade teacher Emilie Lassiter received her National Board Certification. I applaud our Cardinal school family for its strong support of education, commitment to excellence, and demonstration of school pride shown throughout this school year of "firsts" and "new discoveries."

Janice K. Wood, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.